**DATE: September 19-23 2011 WEEK:6 GRADE: FIRST**

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| **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: HOW WE EXPRESS OURSELVES** | **Subject Area: english: Guided Reading**  **Nena & Elaine** |
| **READING ACHIEVEMENT INDICATORS**  ***NOTE: The achievement indicators we will be working on during this week are related to Oral***  ***Language, due to the fact that we will be introducing the books, so there will be a lot of Oral Production instead of Reading.***  Understands increasingly complex instructions and questions containing simple learned structures.(Phase 1)  Asks questions to gain information and respond to inquiries directed to themselves or to the class. (*Asks for opinion or idea, asks for evidence)* (Phase 2) |  |

**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
| 20min  20min  20min  20 min | Understands increasingly complex instructions and questions containing simple learned structures.  Understands increasingly complex instructions and questions containing simple learned structures.  Asks questions to gain information and respond to inquiries directed to themselves or to the class. (*Asks for opinion or idea, asks for evidence)*  Asks questions to gain information and respond to inquiries directed to themselves or to the class. (*Asks for opinion or idea, asks for evidence)* | **Level A** (Book: **“At my house”**)  Say: *I do many things in my house. What do you do at your house?*  Make gestures as you ask about activities*. Who eats at their house? Who reads at their house? Who talks at their house? Who laughs at their house?*  Ask*: What other things do you do at your house?* Encourage children to name activities or to make gestures. **(10 minutes)**  Have children mime activities they do at their houses and encourage them to name them  **(10 minutes)**  **Level B** (Book: **“Yes we can”**)  Talk with children about School. Explain that school is a place where we learn. Point out various objects in the classroom that children use for learning (Easel, board, books, pencil, lunch box, etc.) (8 minutes)  Encourage children to express why they like being in school and what they like to learn  (2 minutes)  Play a game with children in which you mime simple school activities, such as reading, writing, drawing or playing. Have children sit on the floor and watch as you act out an activity. Children can try to name the activity with words or by pointing to an object, such as a book or a pencil. Invite children to take turns acting out school activities. (10 minutes)  **Level C** (Book **“ This is my family”**)  Show children pictures from magazines of different families. Point out the sisters, brothers, mother, father, grandmother, grandfather.  Tell the children that there are many kinds of families. *Families are those people who are very close to you. (5 minutes)*  Ask children*: Who are the people in your family? (3 minutes)*  Provide children with paper and colour pencils. Have them draw a picture of the people in their families and write the name of each person next to the person´s picture. (12 minutes)  **Level F** (Book: **“Classroom rules”**)  Ask children if they know what a rule (or an agreement) is. Help them understand that rules help us work together. (2 minutes)  Ask: *What agreements (or rules) do we follow in the classroom?*  Invite children to act out each of the agreements we have in the classroom and discuss with them the importance of each one. (18 minutes) | Children & teachers as a human resource  Variuos objects in the classroom and  Children & teachers as a human resource  Pictures from magazines of different families  Pieces of paper and colour pencils  Agreements display from each classroom and Children & teachers as a human resource |  |